

## **DM 6464 Seminar IV: Research Methods and Prospectus – June 2021**

**Instructors: Dr. Dianne Reistroffer and Dr. Kilen Gray**

### **Dates:**

- Monday, June 7-Friday, June 11, 2021, 9:00-11:30 AM and 1:00-3:30 PM
- Monday, June 14-Friday, June 18, 2021, 9:00-11:30 AM and 1:00-3:30 PM

**NB: All class sessions will be held virtually. Seminar participants will be sent a Zoom link a few days in advance of the first session.**

### **Materials to Bring/Have on Hand:**

- Readings (books, journal articles, etc.) of your main authorities which you have read before June 7.
- Class texts for consultation and review during the seminar (Adler, Emily S. and Clark, Roger. *An Invitation to Social Research: How It's Done*. 5<sup>th</sup> ed. Stamford, CT: Cengage Learning, 2014; Creswell, John W. and Poth, Cheryl N. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 4<sup>th</sup> ed. Thousand Oaks, CA: Sage Publications, 2018; and Galvan, Jose L. and Galvan, Melisa C. *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. 7<sup>th</sup> ed. New York: Routledge, 2017).
- A copy of the *Doctor of Ministry Project Report Formatting/Style/Citation Guide (October 2020)* which can be downloaded at <https://blog.lptslove.org/p/dmin.html> This resource also includes the prospectus and project report guide sheets in the back of the manual. We will go over both guide sheets on the first day.
- A copy of the Human Subjects Review Board Form which can be found on the Doctor of Ministry web page under the link Guides and Forms. You should also have a working draft of your Informed Consent Form for the project.

### **Working Assumptions:**

- That all required class readings have been reviewed (cf. class schedule) and that you are ready to discuss them in reference to your prospectus.
- That your problem, research questions, and hypotheses are largely settled; you have begun to develop and advance your argument using key authorities in the literature review sections of the prospectus; and, you have selected and can describe in a preliminary way your research methodology and research plan.
- That you have identified first and second readers for your project and are prepared to meet with them some time during the seminar.
- That you are actively working towards completion of your advanced professional courses (APCs) and have in hand a plan and timetable for completion of these requirements by the end of the seminar.

## **The DMin Student Learning Outcomes (SLOs):**

Louisville Seminary intends that students in this program:

- Demonstrate an advanced (comprehensive, appreciative, and critical) understanding and integration of ministry in relationship to several theological and social scientific disciplines, including practical theology.
- Demonstrate skills and competence in methods of research in practical theology by successfully completing the D.Min. project and presenting an acceptable written report of the project.
- Be able to identify areas of personal and vocational growth in spiritual awareness by the development of a personal-professional plan for self-care, spiritual nurture, and lifelong learning.

## **Seminar Goals:**

- To gain a basic understanding, vocabulary, and tool set of sociological and ethnographic research methods, and to apply those understandings and tools to the Research Prospectus design and the execution of your Research Project.
- To deepen and apply your understanding of the ways race, class, and gender discrimination work singly and intersectionally to undermine and pervert gospel witness and human thriving, to build your awareness of advantage and disadvantage, privilege and discrimination, and oppression and justice.
- To write a full draft of your research prospectus, including a timeline for research, writing, revision, defense, and graduation.
- To obtain approval for both the Research Prospectus and Human Research Board application, if you have completed all of your Advanced Professional Courses; and to obtain review and preliminary approval of the Research Prospectus by your first and second readers by the end of June.
- To expand your pastoral imagination and hearts widely and deeply and justly, so that the intellectual and spiritual work you do in this Seminar and in your ministries continues to bear gospel fruit for you, those you serve, and the world that God so loves.

## **Work Projects:**

- Completed Prospectus by Friday noon, June 18, 2021, to your Seminar instructors and your first and second readers.
- Completed and Approved Prospectus submitted to the Human Subjects Review Board by Wednesday noon, June 30, 2021, if you have completed all your APCs.
- Draft Chapter Outline of the Research Paper. Submit with your completed prospectus on June 18, 2021.
- Identify and confirm your first and second readers by Monday, June 14, 2021.
- Completed written plan and timetable for completion of all course requirements including preparation of independent studies proposals, by Wednesday noon, June 16, 2021.

**Grading:*****Transcript Grade is Pass/Fail; In-Class Grade: A to C-***

The grade on your transcript for this class will be either Pass or Fail. However, we will grade your work with a grade of either A, A-, B+, B, B-, C+, C, C- (all passing) or D+, D, D-, or F (all failing).

**Inclusive Language:**

In accordance with Seminary policy, students are to use inclusive language in class discussion and in written and oral communication by using language representative of the whole human community with respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. For further assistance, go to <https://lpts.libguides.com/OWL/language> or *Well Chosen Words* by the PCUSA (also on the OWL website).

**Academic Honesty:**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

**Special Accommodations:**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center ([bherrintonhodge@lpts.edu](mailto:bherrintonhodge@lpts.edu)) during the first two weeks of the D.Min. program (or before the semester begins) and should speak with instructors as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructors.

**Citation Policy:**

Citations in your papers should follow Seminary standards, which are based on the following guides.

American Psychological Association. *Publication Manual of the American Psychological Association*. 6<sup>th</sup> ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8<sup>th</sup> ed. Chicago: University of Chicago Press, 2013.

*The Chicago Manual of Style*. 17<sup>th</sup> ed. Chicago: University of Chicago Press, 2017.

**Attendance Policy:**

Students are expected to attend all class meetings which will be held Monday through Friday, 9-11:30 AM and 1-3:30 PM, with an hour and a half taken for lunch. Instructors may also schedule individual appointments with students before and after class times. Absences are excused for emergencies and illness only. Students who miss two or more class sessions without cause will fail the class.

**Course Conduct:**

A willing and open mind is a fundamental requirement. You must be willing to entertain thoughtfully and carefully ideas and questions that may be different than your own. You must be willing to work on your own, wrestle with ideas or questions, suspending rash judgment until you have filled in overlooked or missing components in your own framework.

Preparation of required reading is expected before each class meeting. As important as physical presence in the classroom is, so is each student's ability to be present mindfully (i.e., engaged consciously and intentionally with material treated in reading assignments and the class lectures, exercises, and discussions that evolve from the readings).

Class participation is critical since lively, substantive, and serious class discussion is the result of careful and thoughtful preparation. Engaged, active classroom conversation as well as attentive and respectful listening is necessary. Class participation entails attendance, punctuality, preparedness, class etiquette, and engagement. Each student is expected to come to class having thoroughly prepared for discussion. This means either to contribute to an explanation of key arguments or be able to raise appropriate questions of the material.

Please do not interrupt others when they're speaking, dismiss others' views as unimportant or immoral, or dominate classroom conversation.

*From Dr. Stacy Floyd Thomas, Vanderbilt Divinity School*

**Technology:**

Please turn off your cellphones; it is rude for our activities to be interrupted by a ringing cellphone. You are welcome to bring your laptop to class and use it to take notes, access readings and documents we're discussing, and the like. You are NOT welcome to do social networking, check email, or otherwise perform non-class-related activities during class. Any student found on social media or other non-class-related websites will be invited to cease their activities or leave the classroom.

If you aren't using technology to perform a task specifically related to what we are doing in class at that very moment, put it away.

*From Cara Finnegan, University of Illinois at Champaign-Urbana*

**Late Papers:**

Please email all written assignments by the date and time indicated in the syllabus under work projects. Late papers will not be accepted without a special accommodation and/or the instructors' approval.

**Louisville Presbyterian Theological Seminary, Doctor of Ministry Seminar IV (June 7<sup>th</sup> -11<sup>th</sup> and June 14<sup>th</sup> – 18<sup>th</sup>, 2021)**

**Students:** Lavender Kelley, Thirza Sayers, Kristie Stricker, and Beth Seeger Troy

**Instructors:** Dr. Dianne Reistroffer and Dr. Kilen Gray

**DMin Editor:** Ms. Bobi Bilz

<b>Week # 1</b>	<b>Topic(s) of the Day</b>	<b>AM</b>	<b>PM</b>	<b>Homework</b>
<b>Monday June 7th</b>	<b>Overview of the Seminar and Catch-up!</b>  <b>APCs/Independent Studies</b>  <b>Review of Guide Sheets</b>  <b>Working Plan for the next two weeks</b>	<b>Opening Prayer and Opening Activities (9:00 – 10:15)</b> <b>(Dr. Reistroffer – Dr. Gray)</b>  <b>15 minute break</b>  <ul style="list-style-type: none"> <li>● <b>APCs/Independent Studies – Part 1</b></li> <li>● <b>Review of Prospectus Guide Sheet and Project Report format (10:30 -11:30)</b></li> <li>● <b>Building a working plan for the next two weeks</b></li> </ul>	<b>Prospectus #1</b>  <b>15 minute break</b>  <b>Prospectus #2 (2:15 -3:15)</b>  <b>Closing Remarks</b>	
<b>Tuesday June 8th</b>	<b>Prospectus Updates</b>  <b>Lit Review – Scripture and Theology</b>	<b>Opening Devotion (9:00 – 9:15)</b>  <b>Prospectus #3 (9:15 – 10:15)</b>  <b>15 minute break</b>  <b>Prospectus #4 (10:30 – 11:30)</b>	<b>Literature Review – Scripture and Theology (1:00 – 2:15)</b>  <b>15 minute break</b>  <b>Literature Review – Scripture and Theology (2:30 – 3:30)</b>	<b>Review your scripture and Theology sections in the prospectus and develop plans for revision</b>  <b>Bring to this session the DMin Guide to Formatting and Citation</b>
<b>Wednesday June 9th</b>	<b>Independent Study – Process and Procedures</b>  <b>DMin Guide to Formatting and Citation</b>	<b>Dr. Steve Cook (9:15 – 10:15)</b> <b>Independent Study</b>  <b>15 minute break</b>  <b>Ms. Bobi Bilz (10:30 – 11:30)</b> <b>DMin Editor – Formatting and Citation – Project Report</b>	<b>Individual Writing and Research</b>	<b>Review Research Methods in the Adler and Clark text Pages: 20-21 &amp; 125 -126</b>  <b>Creswell &amp; Poth Chapter 4. Pages: 64-126</b>

<p><b>Thursday June 10th</b></p>	<p><b>Qualitative Research</b></p>	<p><b>Research Methods: Narrative &amp; Phenomenology (9:15 – 10:15)</b></p> <p>15 minute break</p> <p><b>Research Methods: Ethnography and Case Study (10:30 – 11:30)</b></p>	<p><b>Research Methods: Grounded Theory (1:00 – 2:00)</b></p> <p>15 Minute break</p> <p><b>Research Methods: Hybrid (2:15-3:15)</b></p>	<p><b>Review your Research Methods Section in the prospectus and revise as needed</b></p>
<p><b>Friday June 11th</b></p>	<p><b>Writing/ Revising</b></p>	<p><b>Writing Day</b></p>	<p><b>Writing Day</b></p> <p><b>Checking in before the weekend (2:15 – 3:30)</b></p>	<p><b>Review chapters in Creswell &amp; Poth for Monday's session – Chapters 7 and 8</b></p>

Week # 2	Topic(s) of the Day	AM	PM	Homework
Monday June 14th	<p>Focus of the week: Finishing the prospectus</p> <ul style="list-style-type: none"> <li>●Research Plan – Creswell &amp; Poth Chapters 7 &amp; 8</li> </ul> <p><u>Confirm first and second readers</u></p>	<p>Opening Prayer</p> <p>Check-in on student progress all morning 9:15 – 11:30</p>	<p>Elements of a Research Plan (1:00 – 2:00)</p> <p>15 minute break</p> <p>Resume: (2:15 – 3:15)</p>	<p>Review Protocols section in Adler and Clark (Chapters 9,10, 11)</p>
Tuesday June 15th	<p>Protocols – Adler &amp; Clark – Chapter: 9, 10, 11</p> <p>Seminary Template for Informed Consent</p>	<p>Opening Prayer</p> <p>Protocols all morning 9:15 – 11:30</p>	<p>Research Plan Timeline to Graduation, 1-2</p> <p>15 minute break</p> <p>Chapter Outline using your current prospectus &amp; research report guide sheet</p>	<p>Finalize Protocols</p> <p>Develop/finalize your chapter outline</p>
Wednesday June 16th	<p><u>Submit Plan for Courses</u></p> <ul style="list-style-type: none"> <li>●Research Plan Calendar</li> <li>●Prospectus approved</li> <li>●IRB Approval (Loren and Debra)</li> <li>●Administer protocols/ collect data</li> <li>●Write-revise-write-revise</li> <li>●Date to defend</li> <li>●Defend</li> <li>●Final formatting</li> <li>●Make sure all bills are paid</li> <li>●Graduate</li> </ul>	<p>Opening Prayer</p> <p>Check-in and questions (9:15 – 10:15)</p> <p>15 minutes breaks</p> <p>Review Research Plan Calendar (10:30 – 11:30)</p>	<p>Writing / Research</p>	
Thursday June 17 <sup>th</sup>	<p>Final writing day</p>	<p>Writing/Research</p>	<p>Writing/Research</p>	
Friday June 18th	<p><u>The Whole Prospectus due to Instructors</u></p>	<p>Closing Devotion (9:00 – 9:30)</p> <p>Prospectus #1 (9:30 – 10:30)</p> <p>Prospectus # 2 (10:45 – 11:45)</p>	<p>Prospectus #3 (1:00 – 2:00)</p> <p>15 minutes break</p> <p>Prospectus #4 (2:15 – 3:15)</p>	